

**Texas Education Agency  
Standard Application System (SAS)**

<b>2018–2019 Technology Lending</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>  <div style="border: 1px solid black; padding: 2px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED  TEAS EDUCATION AGENCY  700 FEB - 6 PM 1:30 </div>
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	<div style="border: 1px solid black; padding: 2px; transform: rotate(-90deg); transform-origin: center;"> DOCUMENT CONTROL CENTER  GRANTS ADMINISTRATION </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Amendment #	
La Feria ISD	031905		
Vendor ID #	ESC Region #		
37677	01		
Mailing address	City	State	ZIP Code
PO Box 1159	La Feria	TX	78559

**Primary Contact**

First name	M.I.	Last name	Title
Cynthia	A	Torres	Assistant Superintendent
Telephone #	Email address		FAX #
956-797-8300	<a href="mailto:Cindy.torres@laferiaisd.org">Cindy.torres@laferiaisd.org</a>		956-797-3737

**Secondary Contact**

First name	M.I.	Last name	Title
Daniel		Salinas	Technology Director
Telephone #	Email address		FAX #
956-797-8331	<a href="mailto:Daniel.Salinas@laferiaisd.org">Daniel.Salinas@laferiaisd.org</a>		956-797-3737

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Cathy	L	Hernandez	Superintendent
Telephone #	Email address		FAX #
956-797-8300	<a href="mailto:Cathy.hernandez@laferiaisd.org">Cathy.hernandez@laferiaisd.org</a>		956-797-797-8300
Signature (blue ink preferred)		Date signed	

 

Only the legally responsible party may sign this application.

701-18-103-171

**Schedule #1—General Information**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	<a href="#">Indirect cost</a> ( %):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Sam Houston Elementary (33 First/Second Grade Bilingual Students)  
David G. Sanchez Elementary (18 First/Second Grade Bilingual Students)  
C. E. Vail Elementary (47 First/Second Grade Bilingual Students)

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

La Feria ISD (LFISD) is linking the 2018-2019 Technology Lending Program Grant (TLP) to Early Literacy for our bilingual student population in 1<sup>st</sup> and 2<sup>nd</sup> grade. The TLP grant will provide needed resources that our elementary schools do not currently have to support bilingual students in acquiring the necessary skills for early literacy. Students will have the added support of technology at home to work on a research proven literacy program. MindPlay Virtual Reading Coach (MVRC) is a premier online reading program designed to improve students' reading performance by using innovative technology for academic success. The goal of the TLP is for our 1<sup>st</sup> and 2<sup>nd</sup> grade bilingual students to have access to the MVRC program at home for program utilization 4-5 times per week for a minimum of 30 minutes. Currently, these students do not have access to MVRC at home due to not having equipment and/or internet service. This program encompasses real world rationale for having a lending technology program that meets both the Campus Improvement Plan (CIP) and the District Improvement Plan (DIP) goals of each of the schools to extend student learning through the effective use of technology. LFISD will utilize this program as an enrichment support system that reinforces the teacher's instruction in the classroom and that will impact the Texas English Language Proficiency Assessment System (TELPAS) results; and, consequently have a positive impact on our campus/district STAAR results.

94% of LFISD's 1<sup>st</sup> grade English language learners (ELLs) and 100% of the 2<sup>nd</sup> grade English language learners are economically disadvantaged. A needs assessment is conducted each summer by the District Planning Committee (DPC) to determine the districts areas of strengths and weaknesses and is monitored by the DPC throughout the year. Based upon the need established by the DPC, it was determined that the bilingual reading assessment results is the area that shows a high level of need in the District. 40% of students in the 3<sup>rd</sup> grade do not have the necessary foundational reading skills to be successful on the STAAR assessment. 53% of our bilingual students in the 3<sup>rd</sup> grade are not successful in meeting the standard on the STAAR exam. On reading comprehension, 44% of our 1<sup>st</sup> grade students and 39% of our 2<sup>nd</sup> grade students are reading at the beginner or intermediate level on TELPAS. In determining the focus area for the TLP, the need was established to target the bilingual population in the primary grades to prepare students to be on grade level readers by the time they reach 3<sup>rd</sup> grade. The process of learning to read can be a challenge, particularly for English Language Learners (ELLs), especially if they have little or no formal schooling. Reaserach has shown that alphabet knowledge and phonological awareness are strong predictors of successful literacy development in children (for a review see Adams, 1990; Lonigan, Burgess, & Anthony, 2000; Wagner et al., 1997). MVRC is a complete intervention solution that aligns with the Texas State Standards for English Language Arts and Reading, including reading, writing, speaking, listening, and language. MVRC is designed for use with individual students and is prescriptive to their performance level and measures growth through various activities and assessments. Session length is 30 minutes, and it is recommended that 4-5 sessions are delivered per week for 10-20 weeks. Students advance through grade specific standards and meet proviciency as stated in Reading Foundational Skills, Literature, Informational Text, and Language Standards. MVRC uses video clips or "Virtual Coaches" that guide the students through the lesson and activities that they need in order to improve their reading on an individual basis. The academic area of focus is reading (including phonological awareness, phonics/word study, comprehension, fluency, and spelling) and grammar. MVRC has incorporated system reports such as usage, achievement, progress, improvement, fluency, student error, as well as parent reports. Campus administrators will monitor usage reports, progress reports, and student error reports to ensure that students maintain consistency and fidelity to the program guidelines and recommended implementation. Campus administrators and teachers will facilitate and assist parents in the understanding of the parent reports as the parent report includes reading comprehension, fluency, phonics, and phonemic segmentation. Based on years of research and successful case studies, MVRC guarantees schools that 90 percent of students will gain at least two grade-levels of improvement in reading when using MVRC the recommended time. La Feria ISD currently has licenses for MVRC; however, due to the current hardware availability, not all 1<sup>st</sup> and 2<sup>nd</sup>

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grade bilingual students have access to MVRC to achieve the utmost effectiveness in improving foundational reading skills. According to Nancy Mather, Ph. D., Professor at the University of Arizona, "Ideally, every child who struggles to learn to read would have individualized daily reading instruction by highly trained teachers, but that isn't possible. MVRC, provides quality and depth of an online reading program that provides quality individualized, evidence-based reading instruction needed to turn struggling readers into fluent readers." MVRC helps teachers provide direct instruction to all students through the online videos. It provides virtual reading specialists and speech pathologists who provide these lessons for students for this support.

The basic plan for the Technology Lending Program is to purchase laptop platforms. This is so Internet wireless cards can be used to provide Internet access to students when they do not have access at their homes. A software will also be installed to track the internet access of the student. This will allow LFISD to filter the web-access in accordance with the Child Protective Act. Each of the schools have policies to address the use of technology to support school and home use with student handbooks and the TLP Usage Contract that gives the students, their parents, and the staff systems for the use of technology. The laptop platform will be lent to the students after the student and parent have received initial training on the MVRC program and equipment. The parent will sign the Lending Acceptable Use Contract. The contract will outline the roles and responsibilities of the student, parents, and staff. The use of the technology will be tied to the Technology Applications TEKS and the students will demonstrate a grade level mastery of the Digital Citizenship strand of these TEKS before they can check out platforms. The platforms will have insurance that protects the families and the school from breakage. This allows the students to be able to use the technology to extend their academic instruction so that the student's academic needs are more effectively met.

LFISD will provide TEA with all the required performance measures established in the TLP grant program along with linking to our plans to move the progress level on the TELPAS assessment. LFISD received the 2012/2013 and 2014-2016 TLP that was used for the high school, W. B. Green Jr. High, and Noemi Dominguez Elementary. This proposal is extending the program to other grade levels. LFISD is committed to maintaining the internet service for students after the grant funding terminates through the use of bilingual funding sources.

#### Schedule #5—Program Executive Summary (cont.)

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By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85<sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$5,000	\$0	\$5,000
Schedule #9	Supplies and Materials (6300)	6300	\$84,000	\$0	\$84,000
Schedule #10	Other Operating Costs (6400)	6400	\$11,000	\$0	\$11,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$100,000	\$0	\$100,000
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$100,000</b>	<b>\$0</b>	<b>\$100,000</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$100,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$15,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted
1	Professional Development with MindPlay Virtual Reading Coach	\$5,000
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
<b>a. Subtotal of professional and contracted services:</b>		\$5,000
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$0
<b>(Sum of lines a and b) Grand total</b>		<b>\$5,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b><u>Schedule #9—Supplies and Materials (6300)</u></b>		
County-District Number or Vendor ID: 031905		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$84,000
<b>Grand total:</b>		<b>\$84,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 031905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$11,000
<b>Grand total:</b>		<b>\$11,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 031905

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1		0	\$0	\$0
2		0	\$0	\$0
3		0	\$0	\$0
4		0	\$0	\$0
5		0	\$0	\$0
6		0	\$0	\$0
7		0	\$0	\$0
8		0	\$0	\$0
9		0	\$0	\$0
10		0	\$0	\$0
<b>66XX—Software, capitalized</b>				
11		0	\$0	\$0
12		0	\$0	\$0
13		0	\$0	\$0
14		0	\$0	\$0
15		0	\$0	\$0
16		0	\$0	\$0
17		0	\$0	\$0
<b>66XX—Equipment, furniture, or vehicles</b>				
18		0	\$0	\$0
19		0	\$0	\$0
20		0	\$0	\$0
21		0	\$0	\$0
22		0	\$0	\$0
23		0	\$0	\$0
24		0	\$0	\$0
25		0	\$0	\$0
26		0	\$0	\$0
27		0	\$0	\$0
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	98	95%	The Eco. Dis. Population for the Sam Houston Elementary is 79.38%; David Sanchez Elementary is 75.31%, and C. E. Vail Elementary is 92.02%. However, the population being served with Grant Funds is 95% Eco. Disadvantaged.
Limited English proficient (LEP)	98	100%	The targeted population is all Limited English Proficient
Disciplinary placements	DNA	DNA	DNA
Attendance rate	DNA	97.31% 1 <sup>st</sup> grade 97.68% 2 <sup>nd</sup> grade	Current attendance rate for our 1 <sup>st</sup> and 2 <sup>nd</sup> grade bilingual students
Annual dropout rate (Gr 9-12)	DNA	DNA	1 <sup>st</sup> /2 <sup>nd</sup> grade students targeted group

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	50	48	0	0	0	0	0	0	0	0	0	0	98

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LFISD has a yearly process to update the Campus Improvement Plan (CIP) that each year each campus conducts an evaluation of the effects of the current curriculum, staff development training, and related materials purchased over the year in terms of student academic and other outcomes. The system allows all campus staff to have input into the CIP which drives local funding allocation of campus/district funds. This allows for the successful staff development and related items from the TLP (Technology Lending Program) to be sustained beyond this grant's funding because the program items will be integrated into the CIP at this initial level. When the campus staff finishes providing the initial information concerning the year that is ending, the CIP Committee (composed of campus staff, campus administration, and parents) assimilates information to update the CIP. This system allows all the stakeholders to voice their concerns, what they see as needs, and how they would improve the education of the students on the campus by modifying, adding, and/or eliminating programs. Academic strengths and weaknesses are addressed and outlined in the CIP. When the CIP process is finished, each campus provides its updated CIP to the District Improvement Plan (DIP) committee that has a similar make-up of stakeholders to update the DIP so that the focus across all the campuses of the district is focused on developing College and Career Ready students. LFISD also conducts a staff development survey of all staff in the district. For the TLP proposal, we integrated the survey results and the needs assessment from the CIP/DIP to meet the goals of the grant. The district and campus administrators reviewed the Technology Lending Program (TLP) guidelines in order to understand the goals and objectives of the program and determine which of the campuses had the greatest need, which subject areas required the most assistance, and which grade levels would benefit more from the technology. The campuses targeted for this grant include Sam Houston Elementary, David G. Sanchez Elementary, and C. E. Vail Elementary. During this process in our district, the targeted group identified in the TLP grant was a group that showed significant need at all three campuses. Reading continues to be an area of need for our district. Only 60% of our 3<sup>rd</sup> grade students met the passing standard on the Reading STAAR as compared to the state and region average of 72%. On the 3<sup>rd</sup> grade Reading STAAR, only 47% of our bilingual students met the passing standard. For TELPAS, only 50% of our K-2<sup>nd</sup> grade students showed one year's progress. The students that do not master that early literacy get further and further behind as evidenced through our English I scores where only 12% of our ELL students met the standard and 5% of our English II ELLs met the standard.

Within our standard improvement system, La Feria ISD has applied for several grants and through those grants have surveyed the staff, parents, students, and community members. In these surveys several themes of needs were determined. The survey results were from 2016-2017 where 3,500 surveys went out and approximately 700 returned. Results indicated the families wanted increase instruction time with help on homework along with programs that help them understand obtaining financial aid for their children to go to trade, community college, and/or university levels of education. The parents of younger children focused on either giving their child a "head start" or extra instruction to have a better base of skills to have more success as they moved up the grade levels. Some of the families expressed a need for technology in their homes. The median household income in La Feria is \$29,746 compared to the state at \$51,704. 19% of students survey by an informal survey showed that they did not have technology in their homes. Many students that did have technology did not have platforms with internet access to be able to access education programs at home. Staff surveys also revealed that they wanted increased access to technology and methods how to integrate it into daily lessons along with content specific staff development. For the TLP proposal, we integrated these data into the design to take the CIP/DIP results, grant surveys, and the specific goals of this grant to determine the targeted group for the grant.

An inventory of district computers was also completed at the campuses to determine need. The majority of laptops at the campuses are in lab settings; each campus has three computer labs for approximately 500 students with an average of 3 computers per classroom. While we will not be able to provide every student with home-based 24/7/365 access, we have discussed with campus administration and department heads a system in which the focus would be on students in which data shows would benefit from enrichment on foundational reading skills.

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**LSchedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<b>Improve Academic Performance</b> by providing academic and other supports that will increase STAAR/TELPAS performance and achievement of end of year promotion so that students remain or are accelerated to join their age-peers.	Providing platforms to students with USB wireless cards so bilingual students in 1 <sup>st</sup> and 2 <sup>nd</sup> grade can access MVRC 4 days a week for 30 minutes a day to improve early literacy skills. By providing an enrichment tool to get our students to read on grade level, STAAR reading scores as well as TELPAS results will increase. Students will also gain the early literacy skills need to read on grade level.
2.	<b>Partnership with parents</b> in a manner to provide training and linkage with families of our students.	The TLP grant will provide technology and training for our parents and teachers to link the MVRC program where students can obtain enrichment in early literacy skills at home to ensure that they are on grade level readers upon completion of the program. Parents will have the opportunity to be partners in the education of their child.
3.	<b>Effective use of</b> and understanding how to use <b>student data</b> to drive instruction	The staff at LFISD will be trained on the use of our current student data reporting methods and the MVRC reports to use these student data to drive instruction and determine their student's needs.
4.	<b>Equitable Access</b> to Lending Equipment and Internet Among Students	To ensure that all students at the targeted campus have equitable access to technology and digital content anywhere/anytime, the district through the TLP will purchase platforms and wireless cards to enrich students learning at home.
5.	<b>Effective special populations programs</b>	The basic RTI system will be used to provide the staff with additional curriculum pedagogical training that will allow better understanding of how to meet the special population student academic & social/emotional needs. The curriculum training will allow for general instruction to gain these skills for these population of students.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Coordinator	Cynthia Torres will lead this project. Mrs. Torres serves as the District's Assistant Superintendent for Instruction & Personnel. Cynthia has served in administration for 18 years. Cynthia is well-versed in efforts to implement new strategies and is fully capable of evaluating results to assure effectiveness.
2.	Grant Accounting	Ramon Mendoza is the CFO for the district with over 20 years of experience in this field. Ramon has experience with grant funding and grant requirements and is fully capable of managing the fund associated with this grant.
3.	Director of Technology	Daniel Salinas will lead the coordination of the instructional technology and training necessary to implement this component. Daniel has extensive experience in implementing new programs and in merging technology tools with instruction. Daniel has over 20 years of experience in the field.
4.	Campus Level Coordinator	Annette Pena is the Bilingual Director for the district. Her background includes early childhood education specifically with the bilingual population of students. Annette holds a masters degree and has over 10 years of experience in the education field.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Purchasing of the Technology platform(s) and Internet Wireless Cards to be lent to the students	1. Pre-award – three quotes obtained along with suggestions for the configuration of the platforms/Internet Wireless Cards/Service	05/01/2018	15 days after award of funds
		2. Vendor selected and contract awarded	10 days after award of funding	10 days after funds can be spent, PO issued
		3. Platform(s) received and integrated into CIP/DIP along with technology plan	10 days after funds can be spent, PO issued	Platform(s) in the hands of students
2.	Expedite the distribution of technology to all identified students	1. Provide identified students with Technology Checkout Agreements to be completed and submitted by parents	08/31/2018	09/07/2018
		2. Conduct a meeting to discuss with parents and students the rules and regulations concerning the distribution and proper use of technology equipment. Provide training on program.	09/17/2018	09/17/2018
		3. Distribute new technology to students.	09/17/2018	09/17/2018
3.	Ongoing data evaluation done to improve the TLP	1. TLP overall evaluation system created	05/01/2018	08/31/2018
		2. Ongoing evaluations with multi-measures being done	09/17/2018	08/31/2019
		3. TLP evaluation data provided to stakeholders	09/17/2018	08/31/2019
		4. TLP data integrated into the CIP/DIP	09/17/2018	08/31/2019
4.	Ensure all technology is maintained	1. Create a schedule for regular maintenance checks on all equipment utilized by students.	05/01/2018	08/31/2018

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TLP program will be integrated into the CIP/DIP evaluation process. The CIP/DIP provides the summative evaluation of yearly effects of the program and provides modifications for the longer time scale. Also the CIP/DIP established the needs of the campus/district and are used to assign resources. This will assure that the culture of the campuses and district are changed, and the successful parts of the program can be maintained.

Campus administration currently completes a Principal's Six Week Report that monitors the CIP. This report is turned in to the Curriculum & Instruction Office each six weeks. Goals, objectives, and activities are reviewed for effectiveness on a six weeks basis and adjustments are made according to the data. Data meetings are also held with the superintendent in the fall and spring to monitor the goals and objectives of the CIP/DIP and adjustments are made based upon the data. Campuses have embedded Professional Learning Communities (PLCs) in which they evaluate student data on a weekly basis. Teachers meet with their campus administration to evaluate student performance.

Four SBDM meetings are held at the campus and district level each year to evaluate the CIP/DIP. Administration, teachers, parents, community members, and business leaders meet to review the plans, evaluate the effectiveness of the goals and objectives, and make recommendations for continuous improvement.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Feria ISD received the 2012-2103 TLP grant for our high school and the 2014-2016 TLP grant for W. B. Green Jr. High in our district. At the high school, the TLP provided a foundation of technology that was supported in recent years by purchasing over 450 platforms by the district in an effort to become closer to the one-to-one initiative. With budget constraints that we currently have, the district will continue to seek non-traditional funding sources to provide the much needed technology in our school district. The district and campus administrators will analyze the strengths and weaknesses to the TLP program and ensure that the targeted participants are implementing the program as designed. Parent meetings will be held when situations of student use need to be addressed.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	The TLP staff will work with the campus administrators, teachers and CIP/DIP teams to obtain good data.	1.	By the end of the first semester, we will have a template for the system of evaluation for the program effects on students.
		2.	A system of evaluation will be done by-weekly by TLP team initially.
		3.	Reports will be generated by MVRC to utilize for project effectiveness.
2.	We will collect a wide-range of information that will provide data on effectiveness of the program.	1.	Staff development on collection and use of data done in the TLP program.
		2.	Curriculum pedagogical data obtained and used to inform continuing efforts
		3.	General LFISD CIP/DIP data gather integrated into the TLP program.
3.	Central Office staff provide assessment of effects of the TLP program and extends this to all the staff at LFISD.	1.	Teachers demonstrate they are using the data to drive their instruction
		2.	The LFISD staff trains in our standard professional development in the methods of using data to drive teaching and professional growth
		3.	The effective TLP program is intergrated into the CIP/DIP.
4.	The data collected will be evaluated in an ongoing manner to assure rigor.	1.	La Feria staff with campus/district staff will regularly meet to determine that this data is providing "good" information to improve the program in a timely manner and improve the CIP/DIP

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Quantitative Data Collection:**

TLP data and reports

\*Teacher, student, parent surveys

\*Texas Academic Performance Report

\*Internal Monitoring Reports

\*Pre-post assessments

\*Class grades and Discipline referrals

**Qualitative Data Collection:**

\*Internal interviews with staff, administration, and students

\*PEIMS reports and Observation of student activities

\*Observation of various TLP meetings

\*Review TLP staff comments and concerns

\*Review of the CIP/DIP process

\*Compare results with the strategic plan (strategies/Obj.)

The administrators will be copied on the reports generated by LFISD staff. The students' TELPAS scores and benchmarks will also be supplied. The LFISD staff will report more antidotal information on the professional growth of the results and its effects on students. The timeline is to have monthly staff/evaluator meetings to discuss ongoing evaluation along with the data and other timelines. The evaluator will engage in the following: Prepare the evaluation plan; Develop the evaluation instruments; Identify the program participants who will complete the evaluation instruments; Monitor school records data, including student grades, TELPAS/benchmark scores, MVRC reports, school attendance, and disciplinary actions at the end of each school year; Review evaluation progress and results with program staff; Provide support in gathering quantitative and qualitative data on students in the program from TLP; Analyze all gathered data from data analysis and provide recommendations for continuous program improvement; Provide "next steps" with each conclusion; Provide semi-annual reports; Provide a Final Yearly Report; Assist in completing the districts Final Yearly Report; Present the evaluation results to designated parties in a timely manner; Help staff create improvement plans based on findings from internal monitoring; Assist campuses in administering student, parent, and teacher surveys; and Provide an annual report. Reporting at the basic evaluation level typically includes the following elements: Analysis of results from surveys administered; changes in outcomes over time; Data from the internal monitoring process; Demographics data, and enrollment data. The CIP/DIP process and timelines will use the evaluator's reports for intergration into these plans. This is being done so that the items found to be effective at raising staff skills are demonstrated in student achievement and increasing family involvement. The evaluation will utilize formal and informal observations to assess program effectiveness within a "tiered-approach" to increase the richness of this process.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, **Sam Houston Elementary** has a total of 140 computers with a student population of 515 students. That is approximately a 1 to 4 ratio. The 1<sup>st</sup> and 2<sup>nd</sup> grade bilingual classrooms have 12 computers in the 3 bilingual classrooms with approximately 60 students. That is about a 1 to 6 student ratio of computers in the classroom. 69 of the 140 computers are in a lab setting. 80 of the 140 computers are over 7 years old. At **David G. Sanchez Elementary**, the campus has a total of 124 computers with a student population of 412 students. That is approximately a 1 to 3.3 ratio. The 1<sup>st</sup> and 2<sup>nd</sup> grade bilingual classrooms have 7 computers in the 2 bilingual classrooms with approximately 42 students. That is about a 1 to 6 student ratio of computers in the classroom. 68 of the 124 computers are in a lab setting. 69 of the 124 computers are over 7 years old. **C. E. Vail Elementary** has a total of 165 computers with a student population of 492 students. That is approximately a 1 to 3 ratio. The 1<sup>st</sup> and 2<sup>nd</sup> grade bilingual classrooms have 20 computers in the 5 bilingual classrooms with approximately 105 students. That is about a 1 to 5 student ratio of computers in the classroom. 69 of the 165 computers are in a lab setting. 69 of the 165 computers are over 7 years old. At this time at all three campuses there are no platforms that students can take home and currently, we do not have USB wireless cards at the elementary for students to have internet access in their homes.

La Feria ISD received the Technology Lending Grant in 2012 and also in 2014 that provided technology for our high school, junior high, and middle school. After receiving the grant at the other campuses, access to the hardware and the Internet at their homes increased the effectiveness of instruction for the students.

La Feria ISD lost enrollment for the 2017-2018 school year by approximately 116 students. The ADA is down about 155 students which for our district is approximately \$800,000 less than the 2016-2017 school year. All IMA funds are currently being used for district textbooks and so there is no additional funds for technology. The district is currently looking at non-traditional funding for additional technology.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of the LFISD is to prepare our students for the 21<sup>st</sup> century by providing a challenging and rigorous curriculum. The TLP also aligns with the LFISD motto of "Expect → Achieve → Excel" by providing our students with the platforms to extend their learning at home. Through the lending technology program, LFISD will close the gap among our student populations and also provide enrichment from the instruction in the classroom to a population of students that need that additional early literacy reinforcement. The MVRC program can play an important role in encouraging families of students with LEP to provide literacy experiences at home. Many English language learners come from homes or cultures where literacy activities are not common practice. The goal in our DIP is to have our students show progress in reading. Through the use of the MVRC program that will be accessed through the platforms obtained through the TLP, the students will have that opportunity.

By providing families through their student(s) with home access to the Internet through the equipment that will be lent, we will be able to increase the connection of the families to the school. We will have a training system that shows parents and students the acceptable use of the equipment for academic efforts. Additionally, we will have a training section that shows the parents how to assist in providing the support in early literacy at home. This will help the parents be more connected to the instruction that their child receives and be more involved in their child's education. The TLP funding will allow each of the schools to meet the goals in their CIP/DIP related to extending student learning and parental involvement through the effective use of technology.

The following are our district goals in the DIP that the technology lending program aligns with.

**Goal I:** By 2018, the students at La Feria I.S.D. will meet expectations and show progress toward closing the achievement gap in reading, writing, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments.

**Goal III:** La Feria I.S.D. will continue to support and increase parental and community school involvement as measured by 90% positive responses on the La Feria I.S.D. Parent Survey and improvement on the Principal's Report.

**Goal IV:** La Feria I.S.D. will implement a technology program that will prepare students to succeed in today's technological society including developing clear goals and objectives in the technology plan, staff development, budgeting strategies, and assessment of telecommunication strategies.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure that all targeted students at the campuses have equitable access to technology and digital content anytime/anywhere, the district will purchase wireless devices that will be available with the platforms for checkout to students. This will ensure that students, regardless of their economic situations, have the same access to district resources. LFISD will use wireless cards to provide access to students who do not have Internet at their homes. A tracking software is being installed as well so that LFISD can track usage in accordance with the Child Protective Act. The system will allow students in any location in LFISD attendance zone to have a high speed system to access the web.

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**Schedule #17---Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LFISD Curriculum Department is linking traditional instructional methods to the UDL/BYOD concept. This allows students to learn how to use their personal technology in manners that extend their ability to gain information and skills. The department is vertically and horizontally aligning the curriculum within and across the core content areas. From the Long-Range Plan for Technology 2016-2020: A Report to the 80<sup>th</sup> Texas Legislature from the Texas Education Agency, LFISD is working on creating its overall focus on the integration of technology into student academic instruction. The key to success for all students is the assurance that they are all fully engaged in their learning processes and that there are opportunities in their schools, libraries, homes, and communities that stimulate and initiate this engagement. Texas faces growing challenges in meeting the needs of an increasingly diverse student population. A "one size fits all" approach to teaching and learning does not meet the educational needs and goals for all students. Texas students come from a wide variety of backgrounds and experiences. All students can benefit from the rich content, communication with peers across the world, collaboration with experts, as well as access to online instructional resources, distance learning courses, and the multiple avenues for building knowledge and skills through the use of technology. The technology brings the world to the classroom and provides graphical and other communication tools to see the world beyond the current boundaries. In addition, the access and use of technology levels the playing field for all students. For example, students with special learning needs benefit from specialized software, customized computer access devices, communication aids, and assistive technology. The value of educational technology to equalize the learning environment is evident. Where a student goes to school or the school's economic status, size, or geographic location should not be an issue for any student. The integration of technologies into Texas schools can transform the teaching process by allowing for greater levels of interest, inquiry, analysis, collaboration, creativity, and content production. The TLP will help LFISD close the digital divide and help all students use technology to enrich their classroom instruction and provide opportunities for parents as well to partner with the school district in educating their child.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Feria ISD currently across the district focuses on the STEM (Science, Technology, Engineering, and Math) core areas. LFISD began the initiative across the district this year of coding in the classroom. With computer-science literacy increasingly relevant for jobs of the future, the ability to read and write code is a fundamental 21<sup>st</sup> century competency. Students across the district are using digital instruction materials from K-12 for coding in technology. Additionally, almost all of the textbook publishers have supplemental materials that are online. This allows the TEKS of the textbook to be reinforced to extend student learning. Clickers, student response mechanisms, are also used in the classrooms to provide immediate student feedback. Interactive games are also used in the core content areas to reinforce the foundation core curriculum. The high school added an engineering class through CTE this year that utilizes digital instructional materials.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LFISD provides a fiber backbone to each of the campuses. The District has doubled the band-width to the campuses because of the use of BYOD concepts at the campuses. Recent funding was provided for cabling, switches, wireless nodes, etc., to be able to support the increasing use of the web in classroom instruction and to address any possible future student population growth in our district. For the TLP program, the district will purchase wireless cards so that students have access anywhere/anytime to the MVRC program. The additional tracking software also allow LFISD to manage students' access in accordance with the Child Protective Act. The LFISD acceptable use policies have been expanded to include lent technology. The technology department will provide campus level support for the TLP program as part of current duties. The TLP program will be intergrated into the CIP/DIP so that the items found to be successful can be sustained.

The program being utilized by the district to provide digital instruction reflects up-to-date knowledge from scientifically-based research and effective practices. The district chosen technology-based curriculum, teaching tools, and assessments are proven to be measurable effective.

The staff at the participating campuses is well versed in the use of the program and platforms. Each teacher has the knowledge and experience to assist students in troubleshooting their devices and answering any questions that may arise. The technology department is also available to assist if the need arises, and the teacher is not able to assist the student. In addition, each teacher has been provided with professional development training on the digital content that will be utilized by the students. In addition, the Technology Director will provide technical support to all participating campuses.

The district is confident that the participating campuses have the human infrastructure to ensure it is able to support the additional devices.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031905

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A notice will be sent to each of the selected students' parents notifying them of the availability of portable devices to be checked out for the entire school year. Parents interested in checking out a portable device for their child will be required to complete a District Technology Checkout Agreement, which provides that the student and the parent/guardians agree not to misuse the equipment and instead use it in an environment that promotes the safe and protected use of the equipment. Furthermore, parents/guardians will be required to attend a meeting with their child to review the guidelines and expectations regarding the use of technology. Items to be discussed with include: Internet access at home, routine maintenance checks, training on the MVRC program, allowable use of device, steps for reporting issues with device, and return of device to district. Once the parent has signed and returned the District Technology Checkout Agreement to the participating teacher and attended the training, the student will be issued a platform device and UTB wireless card for internet access. The Internet access will provide access to the MVRC program that parents and students will agree to use it as per the recommended time discussed in the training. At the end of the school year, the campus will be required to inventory all returned merchandise from each student. This will include all accessories. All inventory will then be submitted to the District Technology Director, where the inventory will be restored to original condition and made ready for the next student.

As part of the District Technology Checkout Agreement, routine examinations will be conducted of the equipment where students will be required to bring the equipment to school for review to ensure adequate maintenance is completed to keep the property in good condition.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The platforms are being ordered with a type of insurance that covers all events and damage to the equipment. This is being done because families without technology may not have funds to buy insurance and/or pay for the repairs to a platform. The local policies similar to lending band instruments are being used for the TLP program with a modification that the Lending Technology Acceptable Use Contract outlines more details of the program and responsibilities of the parents and students. As the program progresses, we will modify the procedures to make them more effective for the students and staff. When are still in the development of getting platforms into the hands of the most needy students, but it will be in addition to the platforms purchased with this grant's funds.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: